

GREENWOOD 52 SCHOOL DISTRICT

605 Johnston Road
Ninety Six, South Carolina 29666

GRADES PK-12

ENROLLMENT 1,677 Students

SUPERINTENDENT Dan W. Powell 864-543-3100

BOARD CHAIR Norris H. Cobb 864-543-2647

FISCAL AUTHORITY County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	6	1	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Unsatisfactory	No

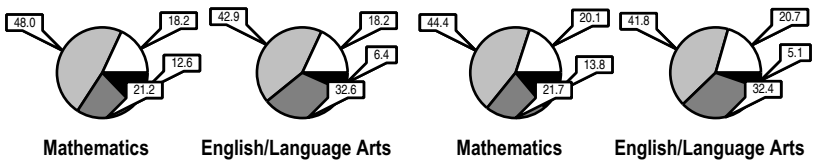
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

82.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our District****Districts with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	80.0	N/A	N/A	80.5	N/A	N/A
Passed 1 subtest	11.7	N/A	N/A	10.8	N/A	N/A
Passed no subtests	8.3	N/A	N/A	8.7	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	10.4	17.0
Seniors who met the SAT/ACT requirement	10.4	17.5
Seniors who met the grade point average	44.2	56.9

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	755	99.9	18.2	42.9	32.6	6.4	38.9
Gender							
Male	386	99.7	22.7	41.1	30.9	5.3	36.3
Female	369	100.0	13.5	44.8	34.3	7.5	41.7
Racial/Ethnic Group							
White	580	99.8	14.1	41.3	36.6	8.0	44.5
African-American	164	100.0	32.9	49.1	16.8	1.2	18.0
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	698	100.0	14.2	44.2	34.8	6.7	41.6
Disabled	57	98.3	68.5	25.9	3.7	1.9	5.6
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	755	99.9	18.2	42.9	32.6	6.4	38.9
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	755	99.9	18.2	42.9	32.6	6.4	38.9
Socio-Economic Status							
Subsidized meals	317	99.7	29.0	45.5	22.8	2.6	25.4
Full-pay meals	438	100.0	10.6	41.0	39.4	9.0	48.4
Mathematics							
All Students	755	99.9	18.2	48.0	21.2	12.6	33.8
Gender							
Male	386	99.7	19.2	44.8	22.4	13.6	36.0
Female	369	100.0	17.1	51.4	19.9	11.6	31.5
Racial/Ethnic Group							
White	580	99.8	13.8	47.0	23.9	15.4	39.2
African-American	164	100.0	34.2	50.3	11.8	3.7	15.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	698	100.0	14.6	49.5	22.4	13.5	35.9
Disabled	57	98.3	63.0	29.6	5.6	1.9	7.4
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	755	99.9	18.2	48.0	21.2	12.6	33.8
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	755	99.9	18.2	48.0	21.2	12.6	33.8
Socio-Economic Status							
Subsidized meals	317	99.7	29.7	49.8	13.5	6.9	20.5
Full-pay meals	438	100.0	10.1	46.8	26.5	16.6	43.1

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	116	99.1	22.5	37.8	36.9	2.7	39.6
	Grade 4	133	100.0	23.2	47.2	27.2	2.4	29.6
	Grade 5	121	100.0	24.8	47.9	26.5	0.9	27.4
	Grade 6	136	100.0	31.1	36.4	31.1	1.5	32.6
	Grade 7	115	100.0	13.8	54.1	30.3	1.8	32.1
	Grade 8	153	100.0	25.0	46.6	25.7	2.7	28.4
2004	Grade 3	117	99.2	7.8	30.4	40.9	20.9	61.7
	Grade 4	117	100.0	17.2	41.4	39.7	1.7	41.4
	Grade 5	129	100.0	11.6	57.4	28.7	2.3	31.0
	Grade 6	125	100.0	36.0	32.0	25.6	6.4	32.0
	Grade 7	144	100.0	17.5	51.0	26.6	4.9	31.5
	Grade 8	123	100.0	20.5	42.6	34.4	2.5	36.9
Mathematics								
2003	Grade 3	116	99.1	17.1	53.2	24.3	5.4	29.7
	Grade 4	133	100.0	16.0	52.8	14.4	16.8	31.2
	Grade 5	121	100.0	23.1	53.0	18.8	5.1	23.9
	Grade 6	136	100.0	12.9	46.2	24.2	16.7	40.9
	Grade 7	115	100.0	16.5	40.4	22.9	20.2	43.1
	Grade 8	153	100.0	37.2	47.3	12.2	3.4	15.5
2004	Grade 3	117	99.2	10.4	55.7	24.3	9.6	33.9
	Grade 4	117	100.0	17.2	46.6	16.4	19.8	36.2
	Grade 5	129	100.0	10.9	53.5	20.9	14.7	35.7
	Grade 6	125	100.0	28.0	40.0	20.8	11.2	32.0
	Grade 7	144	100.0	17.5	37.1	29.4	16.1	45.5
	Grade 8	123	100.0	27.0	54.9	15.6	2.5	18.0

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	123	99.2	12.4	21.5	33.1	33.1	66.1
Gender							
Male	61	100.0	18.3	30.0	30.0	21.7	51.7
Female	62	98.4	6.6	13.1	36.1	44.3	80.3
Racial/Ethnic Group							
White	89	98.9	9.1	17.0	35.2	38.6	73.9
African-American	34	100.0	21.2	33.3	27.3	18.2	45.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	108	99.1	6.6	22.6	34.0	36.8	70.8
Disabled	15	100.0	53.3	13.3	26.7	6.7	33.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	123	99.2	12.4	21.5	32.2	33.1	66.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	123	99.2	12.4	21.5	33.1	33.1	66.1
Socio-Economic Status							
Subsidized meals	42	100.0	19.5	29.3	39.0	12.2	51.2
Full-pay meals	81	98.8	8.8	17.5	30.0	43.8	73.8

Mathematics							
All Students	123	99.2	16.5	32.2	32.2	19.0	51.2
Gender							
Male	61	100.0	21.7	30.0	33.3	15.0	48.3
Female	62	98.4	11.5	34.4	31.1	23.0	54.1
Racial/Ethnic Group							
White	89	98.9	13.6	26.1	35.2	25.0	60.2
African-American	34	100.0	24.2	48.5	24.2	3.0	27.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	108	99.1	11.3	34.0	34.0	20.8	54.7
Disabled	15	100.0	53.3	20.0	20.0	6.7	26.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	123	99.2	16.5	32.2	32.2	19.0	51.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	123	99.2	16.5	32.2	32.2	19.0	51.2
Socio-Economic Status							
Subsidized meals	42	100.0	34.1	41.5	19.5	4.9	24.4
Full-pay meals	81	98.8	7.5	27.5	38.8	26.3	65.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	100	97.0%	77	10.4%	98	77.6%	N/A
Gender							
Male	51	96.1%	40	15.0%	51	84.3%	
Female	49	98.0%	37	5.4%	47	70.2%	
Racial/Ethnic Group							
White	81	98.8%	63	12.7%	76	80.3%	
African American	18	88.9%	14	0.0%	21	66.7%	
Asian/Pacific Islander	N/A	N/A	0	N/A	1	I/S	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	80	98.8%	77	10.4%	81	84.0%	
Disabilities other than speech	20	90.0%	0	N/A	17	47.1%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	100	97.0%	77	10.4%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	100	97.0%	77	10.4%	98	77.6%	
Socio-Economic Status							
Subsidized meals	35	91.4%	30	6.7%	43	62.8%	
Full-pay meals	65	100.0%	47	12.8%	55	89.1%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	97.0%	96.3%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	98	464
Number of Diplomas	76	372
Rate	77.6%	81.8%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	491	458	510	480	1001	938
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	20.2	17.8	21.0	19.0	21.1	18.7	20.6	17.9	20.8	18.4
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,677)				
First graders who attended full-day kindergarten	98.4%	N/C	95.8%	97.2%
Retention rate	5.0%	Up from 3.4%	4.3%	5.3%
Attendance rate	97.7%	Up from 93.7%	96.4%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.0%		6.5%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	1.6%		4.5%	5.1%
Eligible for gifted and talented	13.5%	Up from 10.2%	16.1%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.0%	Down from 8.8%	11.5%	10.9%
Older than usual for grade	2.2%	Up from 1.8%	3.7%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 1.3%	0.7%	1.1%
Enrolled in AP/IB programs	7.7%	Down from 12.7%	11.2%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	8	Down from 73	138	157
Completions in adult education GED or diploma programs	2	Down from 12	51	39
Annual dropout rate	0.6%	Down from 2.9%	3.2%	2.9%
Teachers (n= 110)				
Teachers with advanced degrees	51.8%	Up from 51.4%	55.4%	50.0%
Continuing contract teachers	90.0%	Up from 88.3%	86.5%	84.6%
Highly qualified teachers**	93.3%	N/A	94.1%	92.5%
Teachers with emergency or provisional certificates	1.9%		2.5%	4.4%
Teachers returning from previous year	93.2%	Up from 92.6%	91.9%	89.9%
Teacher attendance rate	93.6%	Down from 95.1%	95.2%	94.7%
Average teacher salary	\$42,038	Up 5.7%	\$42,085	\$40,566
Vacancies for more than nine weeks	0.9%	N/C	0.0%	0.3%
Prof. development days/teacher	9.4 days	Up from 8.9 days	11.8 days	12.0 days
District				
Superintendent's years at district	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 17.4 to 1	22.1 to 1	21.0 to 1
Prime instructional time	90.1%	Up from 87.3%	90.1%	89.5%
Dollars spent per pupil*	\$6,732	Up 0.5%	\$7,064	\$7,217
Percent of expenditures for teacher salaries*	55.6%	Down from 56.1%	58.1%	55.6%
Opportunities in the arts	Good	No change	Excellent	Excellent
Parents attending conferences	99.0%	Up from 98.4%	99.0%	97.3%
Number of schools	4	No change	9	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	9.9%	Up from 9.3%	4.3%	4.3%
Average age in years of school facilities	40	Up from 39	21	26
Number of schools with SACS accreditation	4	No change	9	8
Average administrator salary	\$62,069		\$69,658	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	5 trustees elected to at-large seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	8.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

I am grateful for the citizens of the Ninety Six community who support our vision for quality education. It is through this Report to the People of Greenwood School District 52 that we are able to inform the citizens of our county regarding the progress of our four schools and the expectations for our 1600 students. Our students and faculty are working toward the goal that we chartered to build a tradition of excellence and to be the highest academic achieving district in the state.

On behalf of the Board of Trustees, I would like to congratulate our students, teachers, staff, principals, and parents for their role in preparing our students for the Palmetto Achievement Challenge Test (PACT) and the new High School Exit Exam (HSAP) as a part of the State's Education Accountability Act. We are proud of the fact that the academic performance of our students continues to improve. We are monitoring our progress and we are striving to ensure that all children in Ninety Six receive the highest quality of educational instruction.

Although educational funding is at an all-time low in South Carolina, we must provide equal opportunities for all children to learn regardless of race, socio-economic status, or attendance area. Our children must be provided with: 1. Competent teachers and administrators; 2. Comprehensive curricula and assessments aligned with state standards; 3. Adequate instructional resources and materials; 4. Research-based instruction that meets individual needs and learning styles; and 5. Academic assistance in the form of human and financial resources.

I am honored to be a part of such a wonderful educational family, and I appreciate the professional commitment of each member of the Ninety Six Board of School Trustees to provide quality education for all of our children. Additionally, I would like to thank our parents and community members for their continuous support in helping us put children first in everything we do.